



Supervisory Strategies and Effective Instructional Delivery in some Secondary Schools in Etche Local Government Area, Rivers State, Nigeria

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ABSTRACT

This study investigated relationship existing between supervisory strategies adopted by secondary school teachers and the instructional delivery in secondary schools in Etche Local Government Area of Rivers State. The study adopted correlational research design. The target population for this study consisted of 350 respondents with a sample size of 277 respondents randomly selected from four technical colleges, Ministry of Education and Post-Primary Schools Board in Rivers State. This sample size is a representation of the 75% of the target population. Stratified random sampling procedure was employed to select the sample size. Five self-structured research instruments known as Supervisor's Visit to Observe Teaching/Learning Process Inventory (SuVTLPI), Supervisor's Visit to Organize Conferences for Teachers Inventory (SuVOCTI), Supervisor's Visit to Observe Micro-Teaching Rating Scale (SuVOMTRS), Supervisor's Visit to Organize Workshops Inventory (SuVOWI) and Secondary School Teacher's Instructional Delivery Inventory (SSTIDI) were used for data collection. Mean and standard deviation scores were used to answer the research questions while Pearson's Product Moment Correlation Coefficient (r) statistics was employed to test the hypotheses at 0.05 alpha level. It was concluded that supervisors' adequate visitations to observe teaching/learning process, organize conferences and workshops for teachers as aspects of supervisory strategies influenced teachers' effective instructional delivery in secondary schools in Etche Local Government Area of Rivers State and there was significant relationship between supervisors' visitations to observe teaching/learning process as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools. It was recommended that seminars and workshops be organised for the teachers.

Key Words: Supervisory Strategies, Instructional Delivery, Teaching/Learning Process, Supervisors' Visitations, Conferences, Workshops.

INTRODUCTION

Supervision of instruction is essential for school improvement and student success. With strategic supervision, the practices of administrators, teachers and support personnel are observed, monitored and evaluated to assure implementation of appropriate and up-to-date services. Supervision serves to protect

the public and improve educational outcomes. Therefore, it is essential that all school practitioners have access to knowledgeable professional supervision.

The need to have effective strategic system of supervision in our schools cannot be over-emphasized. It is universally affirmed that the pre-service programmes of teachers do not turn out finished products. The typical teacher training programmes in the various institutions of higher learning consist of general studies, concentration in a teaching field, and professional education. Ogunu (2000:109) stated that:

in a time of rapid development in all fields of knowledge, prospective teachers cannot begin to learn in a teacher training institution all that they need to know and will need to know when teaching nor can they gain a full mastering of techniques of instruction, study of curriculum and methodology constitutes only a beginning point.

Thus, teachers can also be exposed to learning during supervisory exercises.

The dynamic nature of our environment which results to new educational systems and introduction of new subjects in the curriculum like the introduction of 6-3-3-4 systems of education in Nigeria implies that the knowledge of teachers already in the system have become obsolete in content, methods and instructional materials. Supervision is therefore necessary to guide teachers in selection of content and appropriate methodology of teaching the new subjects in the curriculum. it helps to bring to the awareness of teachers various resources that can help improve the teaching and learning process.

The school is a heterogeneous system made up of teachers and students from diverse cultural background. Ogunu (2001:110) stated that the result is that the secondary school teacher faces difficult problems in such matters as discipline and class control, as well as the adaptation of method and materials of instruction to widely different types of students. This trend in our educational system indicates the need for supervisory programme which will provide adequate professional leadership.

The secondary school system is a link between the primary and tertiary education. For effective management of schools, various functions are carried out apart from teaching in the classroom. Functions like curriculum development, planning, guidance and counselling, monitoring and supervision are all critical in the implementation of the National Policy on Education. The achievement of the noble objectives of National Policy on Education is vested in the school administrators. Edem (1982:15) stated that educational administration is the total process through which appropriate human and material resources are made available and effective for accomplishing the purposes of the organization. Nwankwo (1982:60) agreed with the above definition, by stating that educational administration as an arrangement of the human and material resources and programmes available for education and carefully using them systematically for the achievement of articulated objectives. Ezeocha (1990:147) stated that supervision is a process of bringing about improvement in the teaching-learning process, stimulating growth and means of helping teachers to help themselves. Ogbonnaya (1997:3) stated that the educational administrator initiates educational policies and programmes, procures and manages human, material and financial resources for effective implementation of school programmes and undertakes regular inspection and supervision to find out whether laid standards are kept. The present standard of education in recent times calls for a thorough strategic approach towards supervision of instruction in our schools. This is very pertinent because schools are the implementers of the curriculum drawn from the culture and needs of the society.

In supervision of instruction, there exist a gap between existing knowledge and modern supervision. Supervising activities are hardly evaluated or controlled. There is the need to redirect the outdated system or method of supervision. Most of the supervisors are not adequately trained to meet up the challenges of modern supervision of instruction in schools. This makes their duties to be counter-productive, ineffective and misdirected. In view of the above developments, it has become a problem in schools administration and management.

Statement of the Problem

The aim of supervision is ensuring that each individual teacher within the school system performs his duties judiciously. Supervision should therefore make teachers to work effectively towards achieving the

objectives for which schools are established. Sometimes supervisors make their roles ambiguous, supervision is seen as a mere routine, not targeted at any specific purpose.

Supervision of instruction has been be-deviled the several problems which include inadequate training, lack of continual training and re-training to keep them abreast of modern supervision techniques or strategies; lack of understanding of the meaning of supervision by teachers and principals, when supervision is to be carried out in their schools; lack of cordial relationship existing between master and servant; that is, the supervisors and the supervisees (teachers) and the use of only classroom visitation technique in supervision. The present study is to empirically document the fact and thereby fill the existing gap.

Purpose of the Study

The purpose of this study was to investigate the supervisory strategies for effective instructional delivery in Etche Local Government Area of Rivers State. Specifically, the study attempted to achieve the following:

1. Identify the extent to which school visitation to observe teaching/learning process as an aspect of supervisory strategies can influence effective instructional delivery in secondary schools.
2. Determine how school visitation to organize conference with the teachers as an aspect of supervisory strategies can influence effective instructional delivery in secondary schools.
3. Verify whether school visitation to observe micro-teaching as an aspect of supervisory strategies can influence effective instructional delivery in secondary schools.
4. Examine how school visitation to organize workshops for teachers can influence effective instructional delivery in secondary schools.

Research Questions

The following research questions guided the study:

1. How do supervisors' visit to schools to observe teaching/learning process influence effective delivery of instruction in secondary schools?
2. To what extent do supervisors visit schools as an aspect of supervisory strategies to have conference with the teachers influence effective instructional delivery in secondary schools?
3. How do supervisors' visits to schools to observe teachers in micro-teaching as an aspect of supervisory strategies influence effective instructional delivery in secondary schools?
4. What is the extent to which supervisors' visits to schools to organize workshops for teachers as an aspect of supervisory strategies could influence effective instructional delivery in secondary schools?

Hypotheses

The following hypotheses were tested in this study at 0.05 alpha level:

1. There is no significant relationship between supervisors' visits to observe teaching/learning process as an aspect of supervisory strategies and effective instructional delivery in secondary schools.
2. There is no significant relationship between supervisors' visits to schools to have conference with teachers as an aspect of supervisory strategies and effective instructional delivery in secondary schools.
3. There is no significant relationship between supervisors' visits to schools to observe teachers' micro-teaching as an aspect of supervisory strategies and effective instructional delivery in secondary schools.
4. There is no significant relationship between supervisors' visits to schools to organize workshops for teachers as an aspect of supervisory strategies and effective instructional delivery in secondary schools.

METHOD

This study employed a descriptive survey research design. The study adopted descriptive survey research design approach because it provided descriptive overview of the data elicited from the respondents

concerning the way and manner they are exposed to stress at the secondary school working environment where they serve as classroom teachers.

The target population for this study consisted of 350 respondents (that is, 17 principals, 34 vice principals, 279 secondary school teachers from the seventeen secondary schools in Etche Local Government Area of Rivers State and 12 school supervisors from State Ministry of Education and 8 school supervisors from Post-Primary Schools Management Board). The break-down of the target population size used in this study is presented in Appendices A and B.

The sample size used in this study comprised of 277 respondents (that is, 17 principals, 34 vice principals, 211 secondary schools teachers from the seventeen secondary schools in Etche Local Government Area of Rivers State and 9 school supervisors from State Ministry of Education and 6 school supervisors from Post-Primary Schools Management Board). They were randomly selected from the four technical colleges, Ministry of Education and Post-Primary Schools Board in Rivers State. The sample size is a representation of the 75% of the target population. Stratified random sampling procedure was employed to select the sample size. The break-down of the sample size used for this study is presented in Appendices C and D.

With regards to the principals and vice principals of the secondary schools that participated in this study, the entire population size was used to form the sample size of these groups. This is because of the small population size.

Five self-structured research instruments were used to collect data for this study. They are the Supervisor's Visit to Observe Teaching/Learning Process Inventory (SuVTLPI), Supervisor's Visit to Organize Conferences with Teachers Inventory (SuVOCTI), Supervisor's Visit to Observe Micro-Teaching Rating Scale (SuVOMTRS), Supervisor's Visit to Organize Workshops Inventory (SuVOWI) and Secondary School Teacher's Instructional Delivery Inventory (SSTIDI). The SuVTLPI, SuVOCTI, SuVOMTRS, SuVOWI and SSTIDI are of 4-point Likert type of scale. Each of the research instruments is composed of ten (10) items used in generating data concerning the extent to which the supervisors visit technical colleges to observe teaching/learning process, organize conferences with the teachers, observe micro-teaching, organize workshops and effective instructional delivery Inventory. The five (5) research instruments have the options of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The data generated were analysed with the use of mean and standard deviation scores to answer the research questions while Pearson's Product Moment Correlation Coefficient (r) was employed to test the hypotheses at 0.05 alpha level.

RESULTS

Research Question 1

How do supervisors' visitations to observe teaching/learning process as an aspect of supervisory strategies influence teachers' instructional delivery in secondary schools?

Table 1: Mean and Standard Deviation Computations of the supervisors' visitations to observe teaching/learning process and teachers' instructional delivery in secondary schools (N = 277)

Variable	Total Response	Mean Score	Std Dev Score	Remarks
Supervisors' Visitations to Observe Teaching/Learning Process	1044.29	3.77	0.35	Adequate
Teachers' Instructional Delivery	1033.21	3.73	0.34	Effective

Table 1 shows the calculated mean and standard deviation scores from the school supervisors from State Ministry of Education, Post-Primary Schools Management Board, principals, vice principals and teachers' responses regarding the extent to which supervisors' visitations to observe teaching/learning process as an aspect of supervisory strategies can influence teachers' instructional delivery in secondary schools in Etche Local Government Area of Rivers State. In the table, the calculated mean and standard deviation

scores about the supervisors' visitations to observe teaching/learning process as an aspect of supervisory strategies are 3.77 and 0.35 respectively. Since the calculated mean score is greater than the average point of 2.5, it means that the extent to which supervisors' visitations to observe teaching/learning process as an aspect of supervisory strategies is adequate. Table further indicates that the calculated mean and standard deviation scores about teachers' instructional delivery in secondary schools are 3.73 and 0.34 respectively. Since the calculated mean score is less than the average point of 2.5, it shows that teachers' instructional delivery in technical colleges is effective. Consequently, the researcher therefore concludes that supervisors' adequate visitations to observe teaching/learning process as an aspect of supervisory strategies influenced teachers' effective instructional delivery in secondary schools in Etche Local Government Area of Rivers State.

Research Question 2

To what extent do supervisors' visitations to organize conference with the teachers as an aspect of supervisory strategies influence teachers' effective instructional delivery secondary schools?

Table 2: Mean and Standard Deviation Computations of the supervisors' visitations to organize conference and teachers' instructional delivery in secondary schools (N = 277)

Variable	Total Response	Mean Score	Std Dev Score	Remarks
Supervisors' Visitations to organize conference with the teachers	614.94	2.22	0.21	Inadequate
Teachers' Instructional Delivery	1033.21	3.73	0.34	Effective

Table 2 indicates the calculated mean and standard deviation scores from the school supervisors from State Ministry of Education, Post-Primary Schools Management Board, principals, vice principals and teachers' responses regarding the extent to which supervisors' visitations to organize conference with the teachers as an aspect of supervisory strategies can influence teachers' instructional delivery in secondary schools in Etche Local Government Area of Rivers State. In the table, the calculated mean and standard deviation scores about the supervisors' visitations to organize conference with the teachers as an aspect of supervisory strategies are 2.22 and 0.21 respectively. Since the calculated mean score is smaller than the average point of 2.5, it means that the extent to which supervisors' visitations to organize conference with the teachers as an aspect of supervisory strategies is inadequate. Table further indicates that the calculated mean and standard deviation scores about teachers' instructional delivery in secondary schools are 3.73 and 0.34 respectively. Since the calculated mean score is less than the average point of 2.5, it shows that teachers' instructional delivery in secondary schools is effective. Consequently, the researcher therefore conclude that supervisors' inadequate visitations to organize conference with the teachers as an aspect of supervisory strategies did not influence teachers' effective instructional delivery in secondary schools in Etche Local Government Area.

Research Question 3

How do supervisors' visitations to observe micro-teaching as an aspect of supervisory strategies influence teachers' effective instructional delivery in secondary schools?

Table 3: Mean and Standard Deviation Computations of the supervisors' visitations to observe micro-teaching and teachers' instructional delivery in secondary schools (N = 277)

Variable	Total Response	Mean Score	Std Dev Score	Remarks
Supervisors' Visitations to observe workshop instructions	958.42	3.46	0.35	Adequate
Teachers' Instructional Delivery	1033.21	3.73	0.34	Effective

Table 3 shows the calculated mean and standard deviation scores from the school supervisors from State Ministry of Education, Post-Primary Schools Management Board, principals, vice principals and teachers' responses regarding the extent to which supervisors' visitations to observe micro-teaching as an aspect of supervisory strategies can influence teachers' instructional delivery in secondary schools in Etche Local Government Area of Rivers State. In the table, the calculated mean and standard deviation scores about the supervisors' visitations to observe micro-teaching as an aspect of supervisory strategies are 3.46 and 0.35 respectively. Since the calculated mean score is greater than the average point of 2.5, it means that the extent to which supervisors' visitations to observe micro-teaching as an aspect of supervisory strategies was adequate. The results further indicates that the calculated mean and standard deviation scores about teachers' instructional delivery in secondary schools are 3.73 and 0.34 respectively. Since the calculated mean score is less than the average point of 2.5, it shows that teachers' instructional delivery in secondary schools is effective. Consequently, the researcher therefore concludes that supervisors' visitations to observe micro-teaching as an aspect of supervisory strategies influenced teachers' effective instructional delivery in secondary schools in Etche Local Government Area of Rivers State was adequate.

Research Question 4

What is the extent to which supervisors' visitations to organize workshops for teachers as an aspect of supervisory strategies influence teachers' effective instructional delivery in secondary schools?

Table 4: Mean and Standard Deviation Computations of the supervisors' visitations to organize workshops for teachers and teachers' instructional delivery in secondary schools (N = `277)

Variable	Total Response	Mean Score	Std Dev Score	Remarks
Supervisors' Visitations to organize workshops for teachers	603.86	2.18	0.21	Inadequate
Teachers' Instructional Delivery	1033.21	3.73	0.34	Effective

Table 4 indicates the calculated mean and standard deviation scores from the school supervisors from State Ministry of Education, Post-Primary Schools Management Board, principals, vice principals and teachers' responses regarding the extent to which supervisors' visitations to organize workshops for teachers as an aspect of supervisory strategies can influence teachers' instructional delivery in secondary schools in Etche Local Government Area of Rivers State. In the table, the calculated mean and standard deviation scores about the supervisors' visitations to organize workshops for teachers as an aspect of supervisory strategies are 2.18 and 0.21 respectively. Since the calculated mean score is smaller than the average point of 2.5, it means that supervisors' visitations to organize workshop with teachers as an aspect of supervisory strategies is inadequate. Table further indicates that the calculated mean and standard deviation scores about teachers' instructional delivery in secondary schools are 3.73 and 0.34 respectively. Since the calculated mean score is less than the average point of 2.5, it shows that teachers' instructional delivery in secondary schools is effective. Consequently, the researcher therefore concludes that supervisors' inadequate visitations to organize workshop with teachers as an aspect of supervisory strategies did not influence teachers' effective instructional delivery in secondary schools in Etche Local Government Area of Rivers State.

Hypothesis 1

There is no significant relationship between supervisors' visitations to observe teaching/learning process as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools.

Table 5. Calculated r between supervisors' visitations to observe teaching/learning process as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools

Variable	Mean	Std Dev.	ΣXY	r-cal	r-Crit
Supervisors' Visitations to Observe Teaching/ Learning Process	3.77	0.35	1899.65	0.1994*	±0.1946
Teachers' Instructional Delivery	3.73	0.34			

N = 277

df = 275

P > 0.05

* = Significant

The means and standard deviations of school supervisors from State Ministry of Education, Post-Primary Schools Management Board, principals, vice principals and teachers' responses regarding the extent to which supervisors' visitations to observe teaching/learning process as an aspect of supervisory strategies can influence teachers' instructional delivery in secondary schools in Etche Local Government Area of Rivers State are presented in Table 5. With N = 277, df = 275 and P = 0.05, the calculated r between the supervisors' visitations to observe teaching/learning process as an aspect of supervisory strategies and the teachers' instructional delivery in secondary schools was 0.1994 and the critical value of r was ±0.1946. That being so, the calculated r was statistically significant at $\alpha < 0.05$ level of significance since it is greater than the given critical value of r. The hypothesis (HO₁) is thus rejected and the conclusion was that there was significant relationship between supervisors' visitations to observe teaching/learning process as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools. This implies that significant relationship existed between supervisors' visitations to observe teaching/learning process as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools in Etche Local Government Area of Rivers State.

Hypothesis 2

There is no significant relationship between supervisors' visitations to organize conferences for the teachers as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools.

Table 6: Calculated r between supervisors' visitations to organize conferences for the teachers as an aspect of supervisory strategies and teachers' effective instructional delivery in Secondary Schools

Variable	Mean	Std Dev.	ΣXY	r-cal	r-Crit
Supervisors' Visitations to organize conferences for the teachers	2.22	0.21	2118.77	0.1714+	±0.1946
Teachers' Instructional Delivery	3.73	0.34			

N = 277

df = 275

P < 0.05

+ = Not Significant

The means and standard deviations of school supervisors from State Ministry of Education, Post-Primary Schools Management Board, principals, vice principals and teachers' responses regarding the extent to which supervisors' visitations to organize conferences for the teachers as an aspect of supervisory strategies can influence teachers' instructional delivery in secondary schools in Etche Local Government Area of Rivers State are presented in Table 6. With N = 277, df = 275 and P = 0.05, the calculated r between the supervisors' visitations to organize conferences for the teachers as an aspect of supervisory strategies and the teachers' instructional delivery in secondary schools was 0.1714 and the critical value of r was ±0.1946. That being so, the calculated r was not statistically significant at $\alpha < 0.05$ level of

significance since it is less than the given critical value of r . The hypothesis (HO_2) is thus not rejected and the conclusion was that there is no significant relationship between supervisors' visitations to organize conferences for the teachers as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools. This implies that no significant relationship existed between supervisors' visitations to organize conferences for the teachers as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools in Etche Local Government Area of Rivers State.

Hypothesis 3

There is no significant relationship between supervisors' visitations to observe micro-teaching as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools.

Table 7: Calculated r between supervisors' visitations to observe micro-teaching as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools

Variable	Mean	Std Dev.	$\sum XY$	r-cal	r-Crit
Supervisors' Visitations to observe Micro-teaching	3.46	0.35	2685.62	0.1985*	± 0.1946
Teachers' Instructional Delivery	3.73	0.34			

$N = 277$

$df = 275$

$P > 0.05$

* = Significant

The means and standard deviations of school supervisors from State Ministry of Education, Post-Primary Schools Management Board, principals, vice principals and teachers' responses regarding the extent to which supervisors' visitations to observe micro-teaching as an aspect of supervisory strategies can influence teachers' instructional delivery in secondary schools in Etche Local Government Area of Rivers State are presented in Table 7. With $N = 277$, $df = 275$ and $P = 0.05$, the calculated r between the supervisors' visitations to observe micro-teaching as an aspect of supervisory strategies and the teachers' instructional delivery in secondary schools was 0.1985 and the critical value of r was ± 0.1946 . That being so, the calculated r was statistically significant at $\alpha < 0.05$ level of significance since it is greater than the given critical value of r . The hypothesis (HO_3) is thus rejected and the conclusion was that there was significant relationship between supervisors' visitations to observe micro-teaching as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools. This implies that significant relationship existed between supervisors' visitations to observe micro-teaching as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools in Etche Local Government Area of Rivers State.

Hypothesis 4

There is no significant relationship between supervisors' visitations to organize workshops for teachers as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools.

Table 8: Calculated r between supervisors' visitations to organize workshops for teachers as an aspect of supervisory strategies and teachers' effective instructional delivery in Secondary Schools

Variable	Mean	Std Dev.	$\sum XY$	r-cal	r-Crit
Supervisors' Visitations to organize workshops for teachers	2.18	0.21	1968.26	0.1879+	± 0.1946
Teachers' Instructional Delivery	3.73	0.34			

$N = 277$

$df = 275$

$P < 0.05$

+ = Not Significant

The means and standard deviations of school supervisors from State Ministry of Education, Post-Primary Schools Management Board, principals, vice principals and teachers' responses regarding the extent to which supervisors' visitations to organize workshops for teachers as an aspect of supervisory strategies can influence teachers' instructional delivery in secondary schools in Etche Local Government Area of

Rivers State are presented in Table 8. With $N = 277$, $df = 275$ and $P = 0.05$, the calculated r between the supervisors' visitations to organize workshops for teachers as an aspect of supervisory strategies and the teachers' instructional delivery in secondary schools was 0.1879 and the critical value of r was ± 0.1946 . That being so, the calculated r was not statistically significant at $\alpha < 0.05$ level of significance since it is less than the given critical value of r . The hypothesis (H_{04}) is thus not rejected and the conclusion was that there was no significant relationship between supervisors' visitations to organize workshops for teachers as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools. This implies that no significant relationship existed between supervisors' visitations to organize workshops for teachers as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools in Etche Local Government Area of Rivers State.

DISCUSSION

The study discovered that the extent to which supervisors' visitations to observe teaching/learning process as an aspect of supervisory strategies is adequate and that teachers' instructional delivery in secondary schools was effective. It was also discovered that there was significant relationship between supervisors' visitations to observe teaching/learning process as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools in Etche Local Government Area of Rivers State. The results of this study support the findings of Adesina (1977), Wuche (1997) and Goldhammer (1980). However, the findings are contrary to that of Ogunsanju (1983).

The researchers discovered that the extent to which supervisors' visitations to organize conferences for the teachers as an aspect of supervisory strategies was inadequate. It was also discovered that there was no significant relationship between supervisors' visitations to organize conferences for the teachers as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools in Etche Local Government Area of Rivers State. The results of this study support the findings of Ogunsanju (1983). However, the findings are contrary to that of Adesina (1977), Wuche (1997) and Goldhammer (1980).

The results of the study indicated that the extent to which supervisors' visitations to observe micro-teaching as an aspect of supervisory strategies is adequate and that teachers' instructional delivery in secondary schools was effective. It was also discovered that there was significant relationship between supervisors' visitations to observe micro-teaching as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools in Etche Local Government Area of Rivers State. The results of this study support the findings of Ogunsanju (1983). However, the findings are contrary to that of Mbiti (1974), Adesina (1977) and Dienye (1991).

The research results showed that the extent to which supervisors' visitations to organize workshops for teachers as an aspect of supervisory strategies is inadequate and that teachers' instructional delivery in secondary schools was effective. It was also discovered that there was no significant relationship between supervisors' visitations to organize workshops for teachers as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools in Etche Local Government Area of Rivers State. The results of this study support the findings of Mbiti (1974), Adesina (1977) and Dienye (1991). However, the findings are contrary to that of Ogunsanju (1983).

CONCLUSION

The researchers therefore noted that supervisors' adequate visitations observe teaching/learning process as an aspect of supervisory strategies to influenced teachers' effective instructional delivery in secondary schools in Etche Local Government Area of Rivers State. It is also the conclusion of this study that significant relationship existed between supervisors' visitations to observe teaching/learning process as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools.

The researchers therefore concludes that supervisors' inadequate visitations to organize conferences for the teachers as an aspect of supervisory strategies did not influence teachers' effective instructional delivery in secondary schools in Etche Local Government Area of Rivers State. It was also noted in this

study that no significant relationship existed between supervisors' visitations to organize conferences for the teachers as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools.

The researchers therefore noted that supervisors' adequate visitations to observe micro-teaching as an aspect of supervisory strategies influenced teachers' effective instructional delivery in secondary schools in Etche Local Government Area of Rivers State. It was also the conclusion of this study that significant relationship existed between supervisors' visitations to observe micro-teaching as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools.

The researchers therefore conclude that supervisors' inadequate visitations to organize workshops for teachers as an aspect of supervisory strategies did not influence teachers' effective instructional delivery in secondary schools in Etche Local Government Area of Rivers State. It was also the conclusion of the study that no significant relationship existed between supervisors' visitations to organize workshops for teachers as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

1. Efforts should be intensified by principals of secondary schools in Etche Local Government Area of Rivers State to ensure that seminars and workshops are organised for their teachers. This will help to improve on their instructional delivery system.
2. Government should intensify efforts to ensure that school supervisors live up to expectation in performing their supervisory role in secondary schools. This will help to improve on their instructional delivery system.
3. Government should intensify actions to ensure that secondary school teachers are provided the opportunities for re-training. This will help to improve on their instructional delivery system.
4. There is need for principals to ensure that cases of non-supervision or inadequate supervision of their colleges are reported to the Ministry of Education and Post-primary Schools' Management Board. This will help to improve on effective supervision.
5. Efforts should be intensified to ensure that seminars and workshops are organised to further educate school supervisors on how they could improve on their supervisory functions.

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Appendix A
Population for the Study (Secondary Schools)

S/N	College	Principal	Vice Principal	Teacher	Total
1	County Grammar School, Ikwerre/Etche	1	2	25	28
2	Government Secondary School, Okehi	1	2	20	23
3.	Government Secondary School, Umuola	1	2	19	22
4.	Community Secondary School, Ulakwo	1	2	16	19
5.	Government Secondary School, Umuaturu	1	2	12	15
6.	Community Secondary School, Igbo-Etche	1	2	17	20
7.	Community Secondary School, Ndashi	1	2	16	19
8.	Community Secondary School, Umuechem	1	2	17	20
9.	Community Secondary School, Isu	1	2	15	18
10	Community Secondary School, Odagwa	1	2	14	17
11	Community Secondary School, Nihi	1	2	16	19
12	Community Secondary School, Obite	1	2	17	20
13	Community Secondary School, Umuoye	1	2	15	18
14	Community Secondary School, Ozuzu	1	2	17	20
15	Community Secondary School, Egwi	1	2	14	17
16	Community Secondary School, Igbodo	1	2	13	16
17	Community Secondary School, Okoroag	1	2	16	19
	Total	17	34	279	330

Appendix B
Population for the Study (Supervisors)

S/N	Establishment	Supervisor
1	Rivers State Ministry of Education	12
2	Post-Primary Schools Management Board	8
	Total	20

Appendix C
Sample Size (Secondary Schools)

S/N	College	Principal	Vice Principal	Teacher	Total
1	County Grammar School, Ikwerre/Etche	1	2	19	22
2	Government Secondary School, Okehi	1	2	15	18
3.	Government Secondary School, Umuola	1	2	14	17
4.	Community Secondary School, Ulakwo	1	2	12	15
5.	Government Secondary School, Umuaturu	1	2	9	12
6.	Community Secondary School, Igbo-Etche	1	2	13	16
7.	Community Secondary School, Ndashi	1	2	12	15
8.	Community Secondary School, Umuechem	1	2	13	16
9.	Community Secondary School, Isu	1	2	11	14
10	Community Secondary School, Odagwa	1	2	11	14
11	Community Secondary School, Nihi	1	2	12	15
12	Community Secondary School, Obite	1	2	13	16
13	Community Secondary School, Umuoye	1	2	11	14
14	Community Secondary School, Ozuzu	1	2	13	16
15	Community Secondary School, Egwi	1	2	11	14
16	Community Secondary School, Igbodo	1	2	10	13
17	Community Secondary School, Okoroag	1	2	12	15
	Total	17	34	211	262

Appendix D

Sample Size (Supervisor)

S/N	Establishment	Supervisor
1	Rivers State Ministry of Education	9
2	Post-Primary Schools Management Board	6
	Total	15